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AUTHOR Barry, Janet
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ABSTRACT

Presented are numerous ideas for workshop and in-service activities designed to involve parents as team members in the planning and implementation of the Chapter 1, Educational Consolidation and Improvement Act (ECIA) programs of Missouri schools. Also provided are suggestions for parents to use to enhance their children's cognitive skills in reading and mathematics. Chapter 1 requirements for establishment of a policy for parent involvement are listed. Teacher reaction and teacher beliefs survey forms and sample meeting announcements are appended. (RH)

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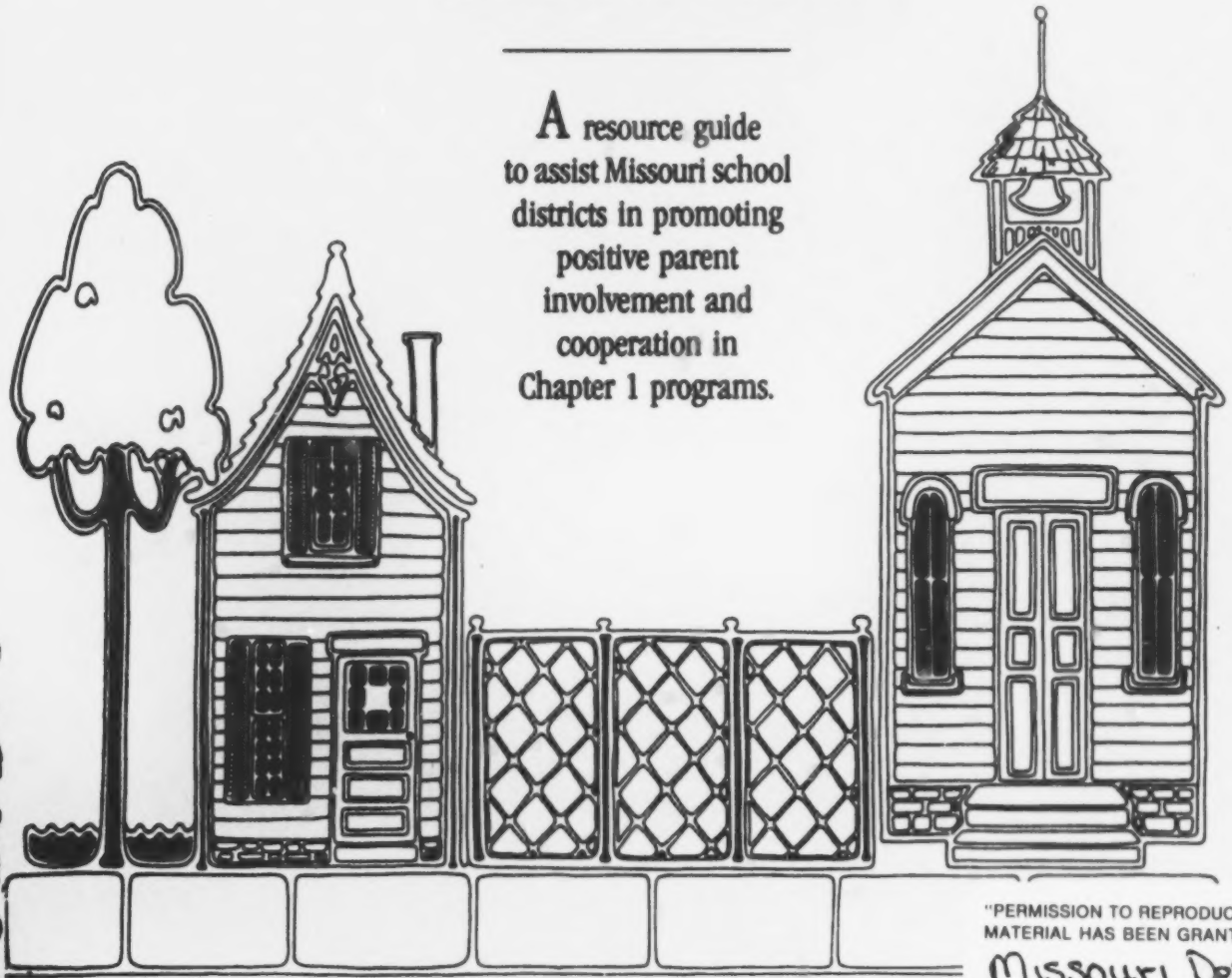
HELPING PARENTS HELP CHILDREN

A resource guide to assist Missouri school districts in promoting positive parent involvement and cooperation in Chapter 1 programs.



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Helping Parents Help Children

A resource guide to assist Missouri school districts in promoting positive parent involvement and cooperation in Chapter 1 programs.

By Janet Barry
Chapter 1 Project Supervisor
and Curriculum Specialist

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INTRODUCTION

There is increasing awareness of the importance of parents in influencing a child's academic motivation. Gone are the days when schools bore the sole responsibility for the education of the Nation's children. Educators recognize and respect the vital role parents play in the education of their children. Since the mid-1960's there has been a nationwide revolution in the role of parent participation and involvement, not only in Chapter 1, ECIA, programs but also throughout the general school setting. As we look toward the 1990's, school-home teamwork is likely to become even more imperative to effective education.

Research shows that there is a definite correlation between home-school cooperation and children's achievement rates. A study done by Cohen (1979) provided evidence which demonstrated not only greater gain in achievement rates when parents participated directly in classroom activities, but also significant gains when parents were involved generally with the school.

After an in-depth survey of the effects of a variety of intervention programs, Bronfenbrenner (1974) concluded that the involvement of parents as partners in the child's education could provide an ongoing system of reinforcement even after the program had ended.

The Report of the Commission on Reading (1985) emphasized that "Parents play roles of inestimable importance in laying the foundation for learning to read" (p. 27).

The recent publication by the United States Department of Education, What Works: Research About Teaching and Learning (1986), affirms that most parents want to be more involved with the education of their children but often feel unsure about how to become involved. Some parents may be reluctant to become involved with school because of an unpleasant encounter or experience with school from the past or because they feel intimidated or overwhelmed when in the presence of so many "experts." As "experts," teachers and administrators need to communicate to parents that they are teachers, too. In fact, as their child's first teacher, parents have generally been highly successful. They have had success in teaching their child to talk, walk, recognize and say his/her name, hold a fork and spoon, feed himself/herself, turn on/off the television, sing a song, talk on the telephone, and play with often sophisticated toys. These successful teaching experiences should reassure parents that they have much to offer by being directly involved with their child's education.

Secretary of Education William J. Bennett writes in "First Lessons" published in the October 1986 issue of Phi Delta Kappan:

> Parents belong at the center of a young child's education. The single best way to improve elementary education is to strengthen parents' role in it, both by reinforcing their relationship with the school and by helping and encouraging them in their own critical job of teaching the young. Not all teachers are parents, but all parents are teachers (p. 126).

In recognizing the natural teaching role of parents, schools should take advantage of every opportunity to involve parents not only in the planning and implementation of the Chapter 1, ECIA, program but also as reinforcers and enrichers of the learning which takes place in the schools.

In an article published in Missouri Schools (October, 1979), Commissioner of Education Arthur L. Mallory stressed the importance of the school's role in encouraging parental involvement by saying, "It is no longer adequate for school personnel to say to parents, 'My door is always open; come whenever you have concerns about your student's education.' The time has come for us to solicit parents' involvement aggressively" (p. 27). Thus, the school must accept responsibility for initiating and encouraging active parent involvement. School-parent involvement is not a onetime activity in which parents appear only for an open house or a PTA meeting. Rather, parent involvement is an ongoing process which may take many different forms throughout the school year.

This booklet expands on the requirements for parent involvement included in the Manual of Operational Policies and Guidelines, Chapter 1, ECIA and the more recent regulations published in Sections 200.53 and 204.21 of the Federal Register, (May 19, 1986). Ideas are presented for providing workshop and inservice activities to involve parents as team members in the planning and implementation of the Chapter 1, ECIA, project. Additional suggestions are provided for parents to use in enhancing cognitive skills of their children.

CHAPTER 1, ECIA, REQUIREMENTS FOR ESTABLISHING A POLICY FOR PARENT INVOLVEMENT

New regulations implementing the technical amendments to the Chapter 1 statute were published in the Federal Register, May 19, 1986. Of particular note are two provisions, Sections 200.53 and 204.21, relating to parental involvement.

Paragraph (b) of Section 200.53, concerning consultation with parents and teachers, has been revised to require a local educational agency (LEA) to develop written policies to ensure that parents of the children being served have an adequate opportunity to participate in the design and implementation of the LEA's Chapter 1 project. Included in the section are lists of activities which the LEAs might wish to include in their written policies. The activities need not be limited to or include all of the following:

(1) Notifying each child's parents in a timely manner that the child has been selected to participate in Chapter 1 and why the child has been selected.

(2) Informing each child's parents of the specific instructional objectives for the child.

(3) Reporting to each child's parents on the child's progress.

(4) Establishing conferences between individual parents and teachers.

(5) Providing materials and suggestions to parents to help them promote the education of their children at home.

(6) Training parents to promote the education of their children at home.

(7) Providing timely information concerning the Chapter 1 program including, for example, program plans and evaluations.

(8) Soliciting parents' suggestions in the planning, development, and operation of the program.

(9) Consulting with parents about how the school can work with parents to achieve the program's objectives.

(10) Providing timely responses to parents' recommendations.

(11) Facilitating participation by parents in school activities.

(12) Designating LEA Parent Coordinators.

(13) Establishing parent advisory councils.

The Chapter 1 statute requires assurances by the LEA that its Chapter 1 programs are designed and implemented in consultation with parents and teachers of the children being served. A new subsection 556(e) places an additional requirement on LEAs to convene annually a public meeting to which all parents of eligible students are invited to explain to those parents the programs and activities provided with Chapter 1 funds. The isolation of communities, the size of the LEA, the availability of meeting space, and geographic conditions may require that the LEA conduct a series of similar meetings at different locations in its district. Parents of eligible students attending private schools must be invited to the meeting(s). The initial meeting will provide an opportunity for parents to meet each other and thus will facilitate communication among parents. It will also give parents the opportunity to voice whatever concerns and questions they may have about the educational services to be provided to their children and the manner in which they are to be provided. Parents of eligible children must be informed of their rights to consult in the design and implementation of the Chapter 1 project.

This subsection also provides guidance concerning additional parent involvement activities that may be supported with Chapter 1 funds. Such support may include, but is not limited to:

(1) Reasonable access to meeting space and materials.

(2) Provision of information concerning the Chapter 1 law, regulations, and instructional programs.

(3) Training programs for parents.

(4) Other resources, as appropriate.

STRATEGIES FOR PLANNING FOR PARENT INVOLVEMENT

Administrators and teachers should promote positive home-school relationships by helping parents feel welcome at school. How do school personnel make parents feel welcome? It takes two major components: personnel who demonstrate acceptance of parents and school activities that allow the parents to become involved.

It is generally agreed that education in the local district works best when parents, the community, and the school all work together. The question is how to get these three groups working together as a cohesive unit in the best interest of the student.

Having a successful program of parent involvement depends upon the support and cohesiveness of not only the Chapter 1 teachers but also the regular classroom teachers and administrators. Successful parent involvement results when there is good communication, effective conferences, special planned meetings with definite agendas, and a committed team effort.

Before planning new parent involvement activities it is essential to review and assess activities previously implemented. The district should then set goals and provide direction in planning further parent and community involvement. It will be necessary to define the roles and responsibilities of both staff and parents. Are parents expected to do more than just attend meetings? How much involvement does the district really want? Are teachers willing to engage in the activities necessary to stimulate parental participation? Is the administration prepared to provide the assistance and support necessary to have a successful plan for implementation of parent involvement for the Chapter 1 program?

One component of effective school-home relationships requires that school personnel demonstrate acceptance of parents. As a part of the initial process of planning for more effective parent-school relationships, the survey forms found in Appendices A and B may assist in providing a useful evaluation of the degree of comfort school personnel feel in working with parents.

Once the local school district has made a preliminary assessment of past parent involvement and determined goals and objectives for current and future parent involvement activities, it may be necessary to make the responsibility for involvement and participation easier by providing training sessions for parents when necessary. As indicated at the beginning of this booklet, perhaps some parents have not become involved because they do not know what the school expects of them. Parent involvement should be more than holding meetings merely to satisfy a requirement. It should be an ongoing process which may require some preliminary training to make parents aware of their role in the planning, implementation, and evaluation of the Chapter 1 program.

An essential ingredient to meaningful school-home relations is good communication. According to Chin, Winn, and Walters (1978), "Communication begins with a source, an individual or a group whose purpose is to convey a message" (p. 45). Schools can convey messages through media or through interpersonal communication. Media communication involves one-way communication, informing parents about Chapter 1 activities and plans. Interpersonal communication, on the other hand, involves two-way communication between the home and school and encourages responses and suggestions from parents. Plans for increased parent involvement should include both kinds of communication; however, the greater emphasis now is on more interpersonal communication than in past years.

A second component of successful parent involvement is the provision for meaningful school-home activities. It is important for parents and community leaders to recognize the opportunities available for more effective education through a team approach. This booklet contains suggestions for administrators and teachers for involving parents and community leaders with the school to provide more effective school experiences for children.

Planning and preparation are important components of any meeting. Parents should be involved in the planning of the meetings. Perhaps a committee of parents could be appointed to assist in planning for the Chapter 1 meetings for the year.

After plans for the parent meetings have been completed and a program determined, meeting announcements should be sent home. Sample announcements are included in Appendices C through G.

ACTIVITIES FOR PARENT PROGRAMS

The following activities can be used by teachers and administrators to encourage parent participation in the academic life of the child. The parent involvement inservice session might include a brochure, prepared by the local school district, containing answers to commonly asked questions as well as a glossary of school jargon. Sample questions along with a sample glossary follow.

Sample Questions

1. What is Chapter 1, ECIA? Chapter 1, ECIA, is a federally funded program to supplement the reading, math, and language arts instruction of the regular classroom.

2. How are children selected for the program? Children are selected based on the results of their standardized achievement tests scores. Students are eligible for selection if scores are at or below the percentile cut-off outlined in the Manual of Operational Policies and Guidelines, Chapter 1, ECIA. Those cut-off scores are as follows:

PreK-Grade 3	45th Percentile
Grades 4-6	40th Percentile
Grade 7	36th Percentile
Grade 8	32nd Percentile
Grade 9	28th Percentile
Grade 10	24th Percentile
Grades 11-12	20th Percentile

3. What are the main objectives of the Chapter 1 Program?

   a. To diagnose and provide instruction for the child's academic weaknesses in reading, math, or language arts and to provide readiness, remediation, or reinforcement, in those areas of weakness. Chapter 1 also provides developmental readiness activities for prekindergarten and kindergarten children through early childhood and extended-day kindergarten programs.

   b. To help build self-esteem.

   c. To develop the child's ability to work independently.

4. How often will my child be out of the classroom, and for how long? Children are usually seen by the Chapter 1 teacher from 30-45 minutes daily in small groups of 1-10.

Children should not miss out on other activities such as social studies, science, art, music, band, or physical education. Time in Chapter 1 programs is scheduled around these activities, if at all possible.

5. If my child is selected for Chapter 1, does that indicate low intelligence? No! It indicates that the child is functioning below grade level in one or more areas and needs help in catching up to the appropriate level. Chapter 1 is considered an opportunity room where children are given intensive instruction in their area(s) of academic weakness in an effort to bring them up to grade level.

6. Must I give permission for my child to receive Chapter 1 services? No. You may, however, request that your child be withdrawn from the Chapter 1 program. Before such a step is taken you will want to discuss with the Chapter 1 teacher the possible advantages and disadvantages for the child.

Sample Glossary

The following list will provide the primary basis for a school glossary at the local school district level. The list may be modified to accommodate needs specific to the local district.

1. Basic Skills - A Chapter 1 activity providing supplemental help in areas such as language arts, math and reading.

2. Basal Texts - The main textbooks used in the classroom.

3. Chapter 1, ECIA, - A federally-funded program to supplement regular reading, math and language arts and to provide readiness/developmental skills training for eligible prekindergarten children.

4. Comprehension - The ability to understand what is read.

5. Context - Using what is read before and after an unknown word to determine what the word means.

6. Double Dosed - When a child is taught reading, math, or language arts in the regular classroom and receives supplemental services in the same subject in the Chapter 1 classroom.

7. Decoding - The process of deciphering or understanding the meaning of words or passages in reading which are not recognized as sight vocabulary.

8. Eligibility - Students must score at or below the following percentiles at the designated grade levels to be eligible for Chapter 1 services.

PreK-Grade 3	45th Percentile	Grade 9	28th Percentile
Grades 4-6	40th Percentile	Grade 10	24th Percentile
Grade 7	36th Percentile	Grades 11-12	20th Percentile
Grade 8	32nd Percentile		

9. ECIA - Education Consolidation and Improvement Act, 1981.

10. Encoding - The translation of speech into written code.

11. Fluency - A term used to describe smoothness of speech in oral reading, speaking, or writing skills.

12. Frustration Level - The stage of reading at which a student's word recognition abilities fall below 90 percent, and comprehension abilities are below 75 percent. Easier reading material is necessary at this level.

13. Independent Level - The stage of reading in which the individual's word recognition abilities are 98 percent accurate and comprehension is at least 90 percent. The student needs no teacher assistance and can use this reading level when selecting books for recreational reading.

14. Informal Reading Inventory - A method of evaluation in which the teacher uses a checklist and a series of passages to record the number, type, and frequency of reading, word recognition, and comprehension errors.

15. Instructional Level - The stage of reading in which word recognition abilities are 95 percent accurate and comprehension is at, or above, 75 percent. The student needs to make use of teacher guidance and other material aids at this level.

16. Phonetic Analysis - The analysis of sounds of letters either singly or in combination. Some letters have more than one sound. The act of putting a sound which may be familiar with the printed form which may be unfamiliar.

17. Sight Words - Words that are recognized automatically.

18. Whole Language Approach - A teaching method that attempts to promote learning experiences which incorporate all aspects of language.

19. Word Structure and Analysis - This includes verb word endings, singular and plural sounds, er and est forms of adjectives, compound words, contractions and syllabication.

Parent and Community Involvement Activities

The following are "quick" activity ideas for teachers and principals to use which can increase the amount of communication between the school and parents.

1. Send home an academic plan for students so parents know what is expected and when objectives (in classes) should be met. (Develop the plan with the students.)

2. Hold parent-teacher conferences at the beginning of the school year to discuss the focus of each class and to elicit the support of the parents from the beginning (not after a problem has arisen).

3. Help parents prepare for teacher conferences by sending them a summary of things to be discussed and ask them to prepare a list of questions.

4. Provide self-portraits or pictures of students in action. Place pictures at students' desks to help parents at open house events.

5. Become involved with parents and the community through social activities, church, athletic events and/or service clubs and groups.

6. Keep parents informed of what is going on in your Chapter 1 classroom, especially concerning new or different projects such as extra homework or long-term assignments.

7. Invite parents to have lunch with you at school.

8. Return calls and respond to notes promptly -- the same day if possible.

9. During the school year send "Chapter 1 Good News Bulletins" or make positive telephone calls to parents.

10. Encourage parents to contact you with questions and/or problems concerning Chapter 1.

11. Develop a slide/tape/cassette or videotape program about the Chapter 1 activities to show parents and community residents.

12. Videotape Chapter 1 reading, math, language arts, extended day and prekindergarten programs to show to the parents, community groups, churches and service clubs. A video might include children involved in particular activities at the beginning of the school year and again in the same activities in the spring to illustrate progress.

13. Have a slogan or theme for Chapter 1 programs.

14. Publish a Chapter 1 newsletter.

15. Have a map of the school for parents and visitors with teachers' names and room numbers. Don't forget to indicate where visitors should begin and the proper procedures for entering the school.

16. Contact the local media and invite them to visit Chapter 1. Emphasize the positive. Don't assume people know.

17. Invite the local board of education, superintendent and community leaders to visit your school and spend time in the Chapter 1 classrooms with students and teachers.

18. Create a "How Parents Can Help" Chapter 1 handbook which gives practical suggestions for home activities such as making out grocery lists, reading recipes and measuring ingredients, telling time, working with budgets or allowances, writing letters, following directions, etcetera. Encourage parents to talk with their children, to ask questions, and to listen.

19. Invite a few parents to a coffee hour with the principal and Chapter 1 teachers. Hold it at the home of a parent or community leader.

20. Vary the time for open houses; hold a few in the afternoon, a few at night.

21. Invite several parents to sample the school lunch once a month. Seat them with the principal, Chapter 1 teacher, and several randomly-selected students.

22. Hold a "Senior Citizen Day" at the school, inviting grandparents and other older friends of the school. It is helpful to provide transportation to such events.

23. Invite grandparents to volunteer to do clerical kinds of activities in the Chapter 1 room or to serve as tutors.

24. Arrange academic contests between parents and students and teachers.

25. Provide an opportunity for Chapter 1 parents to get together with other parents for discussions about the Chapter 1 program.

26. Send home "Happy Grams" -- good news notes about student accomplishments and achievements.

27. Make progress charts - one at school for the regular teacher and one for the home for the child and parent.

28. Set goals for each child in Chapter 1 and send home notes which parents must sign and return.

29. Have children prepare a luncheon or make ice cream for parents, teachers and themselves. Send handwritten invitations. This will involve the practice of several basic skills.

30. Arrange for teachers to make home visits occasionally.

31. Set up special conference times during the school year for Chapter 1 parents to come to school to discuss their child's progress with the Chapter 1 teacher.

32. Use parent volunteers to do clerical activities or to serve as tutors.

33. Set up parent advisory councils to assist in curricular and instructional changes and to aid in establishing goals and objectives in Chapter 1 activities.

34. Hold seminars for parents to assist them in helping their children gain the most from their school experiences.

35. Establish regular visitation days for observation of Chapter 1 classes and give parents a chance to offer constructive suggestions.

36. In each month's newsletter, publish the names and phone numbers of a few parents who are willing to talk to other parents about interests or concerns pertaining to Chapter 1.

37. Advise parents of the teacher's conference periods or other best times to reach the teacher.

38. Assign homework that requires parental input and participation.

39. Advertise one evening a week when parents or students can telephone the principal to ask questions or discuss problems concerning Chapter 1.

40. Help parents who are not readers to prepare their children to learn to read.

41. Encourage parents to appropriately praise their child's success.

42. Set up an idea exchange in the Chapter 1 newsletter. Ask parents to send in ideas. Then, in a later issue of the newsletter, publish the ideas and how they were used including names of those submitting ideas.

43. Take note of the fact that more fathers are participating in PTA. Be sure to include fathers in Chapter 1 communications.

44. Set up a plan for principals to make "house calls".

45. Urge teacher training institutions to place more importance on home-school cooperation in their teacher education programs.

46. Have parents contact colleges with suggestions for potential teachers.

47. Invite parents of a child having difficulties to meet with staff to explore ways to help and to use preventive techniques.

48. Seek out the parents who never participate. Sometimes these parent feel inadequate and simply need to be encouraged and feel needed.

49. Hold staff workshops on communications skills with a special focus on parents.

50. Send home suggestions for family activities which support academic groups.

51. Be sure that Chapter 1 teachers are represented and recognized at PTA or other parent group meetings.

52. Make an effort to improve the telephone answering techniques of everyone in the school office.

53. Develop the positive parent-community-school public relations potential of the office and other support staff.

54. Use this list of ideas as a discussion guide to develop more ideas for increasing home-school cooperation.

General Community Involvement Activities

1. Provide realtors in the community with brochures about the school and arrange tours of the school building.

2. Identify senior citizens in the school area and invite them to participate as volunteers, by sharing their talents as tutors or by helping to write Chapter 1 newsletters.

4. Provide service clubs with speakers about the Chapter 1 program; take videotapes to service club and Chamber of Commerce meetings; invite them to hold their meetings at the school, tour facilities and visit with staff and students.

5. Invite businesses to adopt the school, provide special projects, aides and support services.

6. Help students get noticed in the community by arranging for displays of Chapter 1 news bulletins or work located in banks, libraries, and public places or through a news section in the local weekly paper.

7. Have an outdoor bulletin board. . .marquee. . . to "advertise" things that are happening in Chapter 1 classrooms. . . and occasionally the school activities!

8. Always keep the parents informed of Chapter 1 activities. A well-organized information system works, eliminating last-minute communication or communication which is only built around problem situations.

Parents Make the Difference

IDEAS FOR HELPING CHILDREN AT HOME

This section provides ideas that parents can use in helping their children at home. Included in this section are activities for reading/language arts and math.

The following 36 ideas for reading at home were developed by Joy Wilsted, a teacher in the North Kansas City #74 School District, under the direction of Mrs. Joanne Beebe, Director of Chapter 1 for the district.

Reading at Home

1. Recite a poem learned at school to someone in the family. Write down the rhyming words in the poem. Check with mom or dad to see if these rhyming words are spelled correctly. Read the list of rhyming words and try to spell them by yourself correctly.

2. Read the directions to a model or a game. Retell the sequence of items to someone else, of what you should do first, second, third, and so forth.

3. Read a recipe with mother and make something to eat. Or read the recipe to mother as she makes it.

4. Suppose you had a television which worked only three hours a week. Look at the TV Guide and make a list of which programs you would watch during the week. Make a calendar showing the days of the week and times for these programs.

5. Make a list of sports programs on television this week, showing the times, dates, and teams playing. Take the list to school to your reading teacher to put on the bulletin board for others to see.

6. Suppose the picture on your television went out. Look in the yellow pages of the telephone book. Make a list of television repair shops near your home. Ask mom or dad to help you locate addresses near your home. Let mom put the list near your television so it can be found easily if you should need it.

7. Write a summary of your favorite program on television, or summarize the movie, E.T. Write it so anyone who hasn't seen it would understand what happened. Be sure to answer the questions: Who? What? When? Where? and Why?

8. Write out menus for three of your favorite meals. Be sure to have some of these foods during the day: fruits and vegetables, breads, meats, fish, poultry, dairy products. Have an older reader read your menus.

9. Look in the index of the Guinness Book of Records. Find the page number where information can be found on records of sports. Make a list of the records you would like to share with a friend. Read the list with someone else and ask each other questions to see how much you can remember.

10. Separate mom's grocery coupons into groups. Make a group for coffee and other drinks, desserts, cleaning products, pet foods, cosmetics, etcetera. Ask mom to help you get started while she is working in the kitchen.

11. Make a list of the months and days of birthdays in your family. Put the address down of any family member who doesn't live in your home. Write the person's name on your calendar so you won't forget to remember each person. Draw a candle beside the name. Pin the list you made near your calendar.

12. Write down the Scout motto (or the Cub or Brownie motto). Ask an older reader to reread it with you. Let the older reader help correct the spelling. Take the motto to your reading teacher.

13. Ask mom or dad if you can use one of their maps. Read the name of towns or streets which you know on the map. Can you find places you have been?

14. Cut out pictures and verses from old greeting cards. Read the verses. Take them to your reading teacher for the class to use in book making.

15. Read the comic strips in the newspaper to another person. Get some help with words you do not know from someone in the family.

16. Read a story to a younger child. After three pages stop, and ask each other questions about the people, places and events in the story.

17. Ask someone else in the family to write down a poem you learned at school. Cut and paste pictures from magazines around the poem. Reread the poem to someone in the family. Hang it in your room to read again.

18. Draw a map of the way you walk to school, church, or a friend's house. Write down the street names. Draw in the street lights and stop signs.

19. Do a crossword puzzle with someone in the family.

20. Make a list of your favorite singers by copying their names from the covers of record albums. After the name of each singer list the records you or your friends have. Make a new list of the records you would like to have. Reread the list to your mom or dad.

21. Send away for something advertised on a cereal box. Fill out the forms with someone's help. Be sure to write your name and address neatly so the mailman can read it. Address the envelope and stamp it. Ask mom or dad's help if sending money.

22. Have an older reader read an interesting article from a magazine or newspaper to you. Tell another person about the article. Be sure to answer: Who? What? When? Where? and Why?

23. Write a letter to a friend or relative. Tell them about your family, school, or church activities. Read the letter to an older reader, or to mom or dad. Let them help you correct anything that is not clear.

24. Read the directions to a favorite game. Tell in your own words how to play the game.

25. Make a schedule of everything you do on a school day, and the times you do them. Try to remember what time you have lunch, recess, art class, etcetera. Take the schedule to school and show it to your reading teacher.

26. Write a poem of your own for someone's birthday. Put the poem on construction paper and draw some pictures around it.

27. Read a book, and retell the story to someone else.

28. Read a story with an older reader. Stop reading before the last two pages of the story. Tell how you would end the story, and then finish reading to see how your story differs from the author's version.

29. Look at the grocery ads in the newspaper. Suppose you only had $5.00 to spend. Make a list of the things you would buy, and the prices from the grocery store ads. Add up the total amount of money, and see how much you would get back in change.

30. Write a list of the things you need to care for your pets. Make a schedule to follow with the days of the week, and the times for doing these chores. Put the list on the wall where you keep your pet food. Don't forget to list the things you need to do to keep your pet clean.

31. Get out seven different cans or packaged foods from the kitchen. Put these seven things in ABC order. Have mom or dad check to see if you arranged them correctly.

32. Underline the words in the newspaper that you know which begin with a certain letter, such as "w". Or underline nouns, verbs, or adjectives. Copy the list and take it to your reading teacher at school. Take the newspaper if it is okay with mom and dad.

33. Make an ABC book, with words beginning with each letter. Draw pictures to go with the words. Read the book to a preschool child.

34. Make a book of verbs, or nouns, or adjectives. Use the dictionary to help you. Draw some pictures to illustrate the words. Take the book to school and share it with your reading teacher.

35. Write a paragraph about yourself. It should have at least three complete sentences. Tell how old you are, how many are in your family, what grade you are in, and what your hobbies are. Read the paragraph to your mom or dad, and then take it to share with your reading teacher.

In addition to the list of reading suggestion provided by the North Kansas City 74 School District, the Department of Elementary and Secondary Education, Division of Instruction, Chapter 1, ECIA Section, recommends the following suggestion to parents as a way of extending and reinforcing practical mathematical concepts with their children.

Mathematics at Home

The following suggestions will aid parents in helping their children to understand practical mathematical concepts during ordinary daily activities while at home or on trips. Parents can be advised to help their child with practical experiences in using mathematics in the following ways.

1. Talk about the size of containers, such as pints of cream and half-gallons of milk. Encourage your child to help when you bake, lay carpet or tile, hang wallpaper, seed or fertilize the lawn, or plant a garden. Allow your child to actually measure ingredients as well as areas or quantities of material needed/used.

2. Let your child help with shopping plans by reading the newspaper ads and pricing the cost of items to be purchased. Encourage comparison of prices and quantities marked on containers to determine the best buys. Allow your child to purchase an item and figure out the change to be received.

3. Have your child practice estimation by "guesstimating" numbers, costs, or amounts of items.

4. Use bingo, dominoes, toy telephones, card games, board games, calendars and clocks with large numbers to help familiarize your child with the world of numbers.

5. Let your child count out forks, knives, spoons, dinner napkins, number of desserts needed or any other quantity when preparing for a meal.

6. Buy or make flash cards to use with your child. These can be used either as a game or at study time.

7. Boys and girls always look forward to the time when they can own a car of their own. Many math and reading activities can center around planning for this day. Help them learn the procedure for obtaining a driver's license. Get a booklet of driving regulations for them to study at home.

8. Older children who have a part-time job can begin to plan what the exact cost of owning and operating a car will be and how much they will have to save in order to cover all expenses. You can help them in the following ways:

   Take him/her to the bank and open a savings account in his/her name. Explain interest rates on savings--most bank personnel will be happy to do this for young customers.

   Read the newspaper ads to get prices on various models of cars and the estimated gas consumption.

   Estimate yearly maintenance costs.

   Help him/her check on driver's training. Is it free or will he/she have to pay a fee?

   Have him/her check with various insurance agents to locate the best insurance rates.

   Have him/her check with the motor vehicle registration office to learn the cost of license plates.

   When this information is gathered, parents will be able to help their child determine the total cost of a car and how much he/she will have to save each year in order to buy, operate, and maintain a car.

Whether the child is interested in a long-range project like the one suggested above or in short-range goals such as buying equipment for a hobby or special interest, parents can help their child use and expand the skills learned at school in a meaningful way.

In addition, parents should be encouraged to practice the 10 suggestions below.

Parents,
DON'T FORGET...
1. Talk about things you do.
2. Talk about places you go.
3. Answer questions.
4. Listen to your child.
5. Read and talk about books.
6. Tell stories together.
7. Play games with your child.
8. Play word games together.
9. Pretend with your child.
10 Praise your child.

Communication Skill Builders, Inc. p. 133

CONCLUSION

Parents play a vital role in their children's education. Parents help to motivate their children by being interested and involved in their education both in school and out of school.

It is important that the local school district demonstrate its sincerity for involving parents by encouraging active participation in the planning and implementation of the Chapter 1, ECIA, program. It is essential that meetings and activities for parents be interesting and informative. All meetings should follow a legitimate agenda which incorporates the parent involvement requirements outlined at the beginning of this booklet and provides insight into Chapter 1 activities.

Parents should look at the Chapter 1 Program as an opportunity for their children to "catch up" to an appropriate level of achievement rather than as a negative reflection upon the family; thus, meetings should be nonthreatening.

It may be necessary to assist parents with ways they can actively participate in their children's education. This booklet provides ideas for school, parent, and general community inservice activities. It is hoped this booklet will serve as a resource guide to local school districts as they work cooperatively toward getting their Chapter 1 parents more involved.

HAPPY MEETINGS!

Appendix

This section includes survey forms and sample meeting announcements.

APPENDIX A
TEACHER REACTION SURVEY FORM

As a teacher I. . .	How you see yourself YES	How you see yourself NO	How you wish you were YES	How you wish you were NO
Feel parents are more work than help.	___	___	___	___
Feel tense when parents enter my room.	___	___	___	___
Prefer to work alone.	___	___	___	___
Compare brothers and sisters from the same family.	___	___	___	___
Feel threatened by parents.	___	___	___	___
View parents as a great resource.	___	___	___	___
Believe disadvantaged children have parents who do not care.	___	___	___	___
Enjoy working with several outside persons in the classroom.	___	___	___	___
Have prejudiced feelings about certain groups.	___	___	___	___
Feel parents let children watch too much television.	___	___	___	___
Feel parents are not interested in their children.	___	___	___	___
Work better with social distance between the parent and myself.	___	___	___	___
Believe parents who let their children come to school in inappropriate clothing are irresponsible.	___	___	___	___
Feel a close working relationship with parents is necessary for optimal student growth.	___	___	___	___
Am pleased when all the parents are gone.	___	___	___	___
Anticipate parent conferences with pleasure.	___	___	___	___
Feel parents have abdicated the parental role.	___	___	___	___
Enjoy working with parents.	___	___	___	___

Berger, Eugenia H., Parents as Partners in Education. St. Louis: The C. V. Mosby Co., 1981, p. 98.

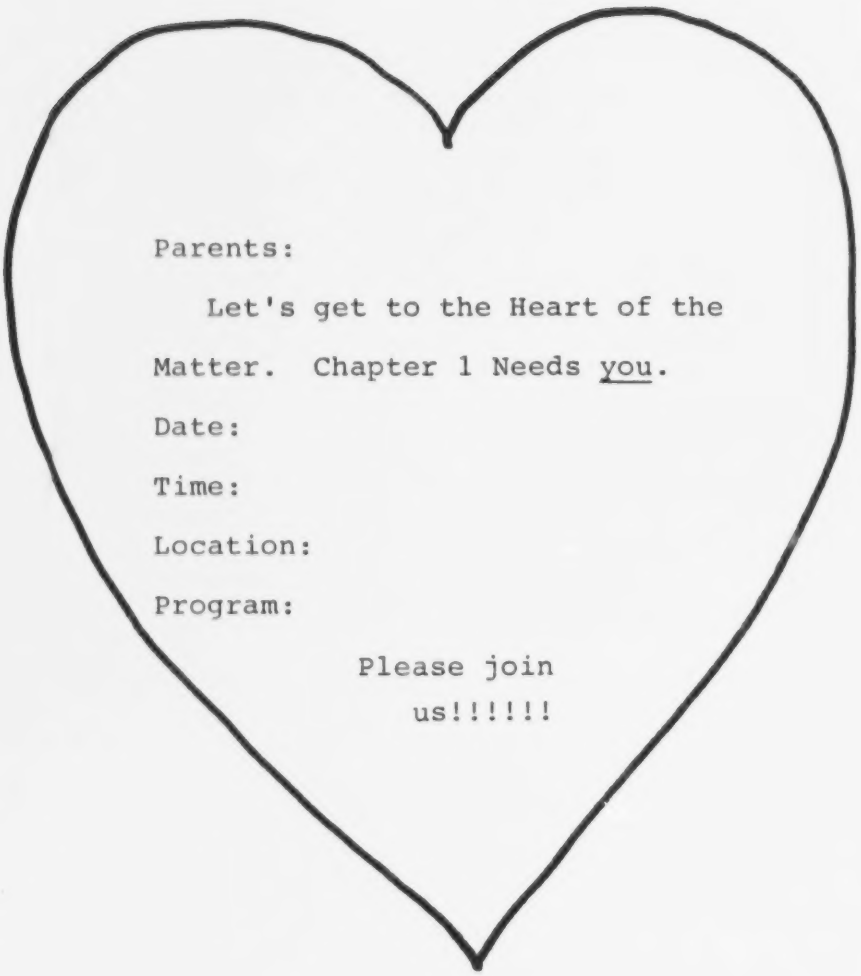
APPENDIX B
TEACHER BELIEFS SURVEY FORM

	As a teacher I believe I should. . .		As a teacher I. . .	
	Essential	Not important	Always	Never
Listen to what parents are saying.	___	___	___	___
Encourage parents to drop in.	___	___	___	___
Give parents an opportunity to contribute to my class.	___	___	___	___
Have handouts written that enable parents to participate in the classroom.	___	___	___	___
Send newsletters home to parents.	___	___	___	___
Contact parents before school in the fall.	___	___	___	___
Listen to parents 50% of the time during conference.	___	___	___	___
Contact parents when a child does well.	___	___	___	___
Allow for differences among parents.	___	___	___	___
Learn objectives parents have for their children.	___	___	___	___
Learn about interests and special abilities of students.	___	___	___	___
Visit students in their home.	___	___	___	___
Show parents examples of the student's work.	___	___	___	___
Enlist parent volunteers for my classroom.	___	___	___	___
Accept differences among parents.	___	___	___	___
Encourage both mother and father to attend conferences.	___	___	___	___
Make parents feel comfortable coming to school.	___	___	___	___
Include parents in educational plans for their children.	___	___	___	___
Try to be open and honest with parents.	___	___	___	___
Send notes home with children.	___	___	___	___
Include students along with parents during conferences.	___	___	___	___
Let parents sit at their child's desk during back-to-school night.	___	___	___	___
Keep both parents informed if parents are separated.	___	___	___	___
Consider parents as partners in the educational process.	___	___	___	___

Berger, Eugenia H., Parents as Partners in Education. St. Louis: The C. V. Mosby Co., 1981, p. 99.

APPENDIX C

SAMPLE ANNOUNCEMENT



APPENDIX D

SAMPLE ANNOUNCEMENT

PLEASE LEND A HELPING HAND,
ATTEND THE CHAPTER 1 PLANNING
MEETING WITH YOUR CHILD.

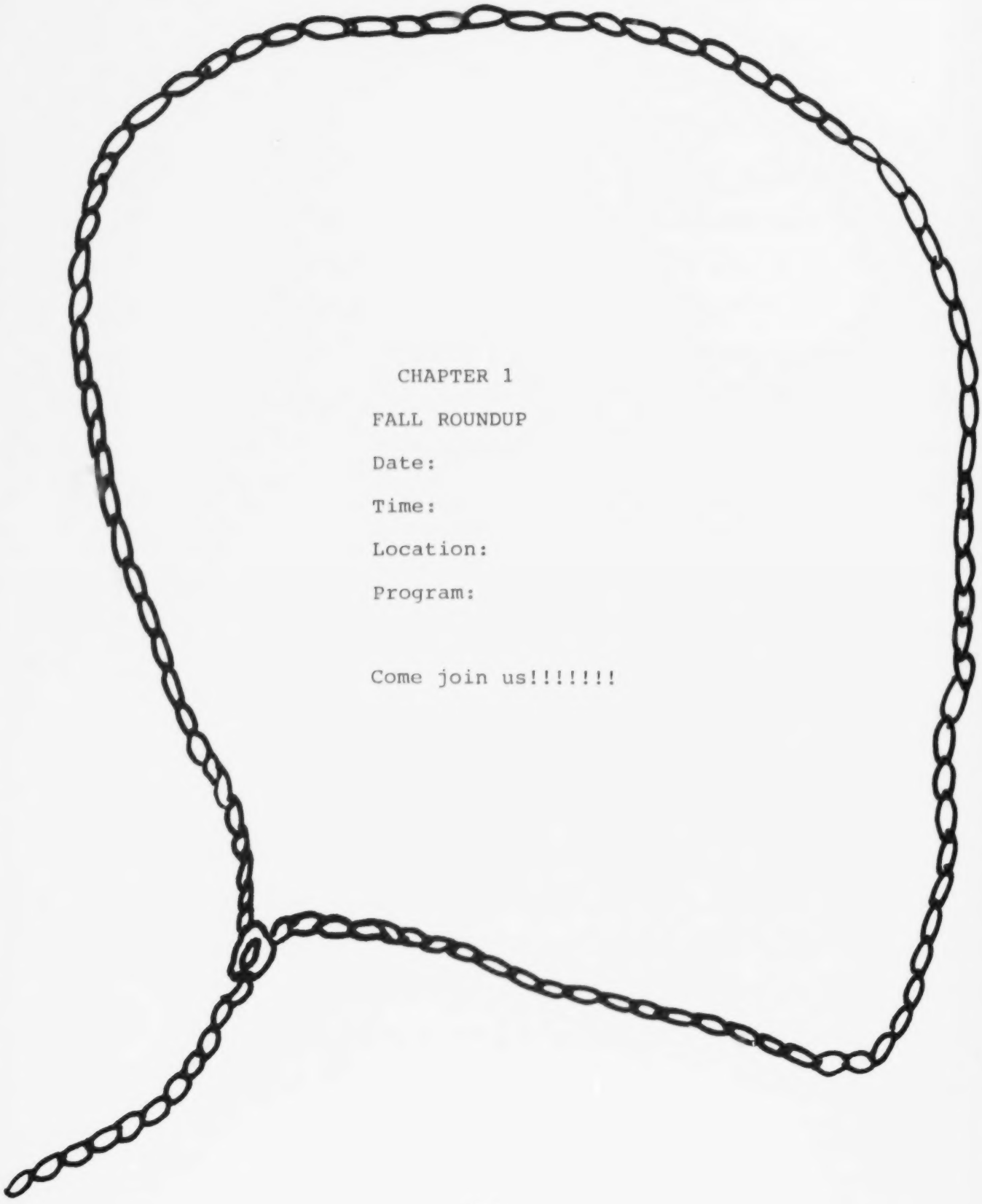
Date:

Time:

Location:

Program:

APPENDIX E
SAMPLE ANNOUNCEMENT



CHAPTER 1

FALL ROUNDUP

Date:

Time:

Location:

Program:

Come join us!!!!!!!

APPENDIX F

SAMPLE ANNOUNCEMENT

The _____ School will hold a special conference for parents of all Chapter 1 children.

Plans will be made for the implementation of the Chapter 1 program for the next school year.

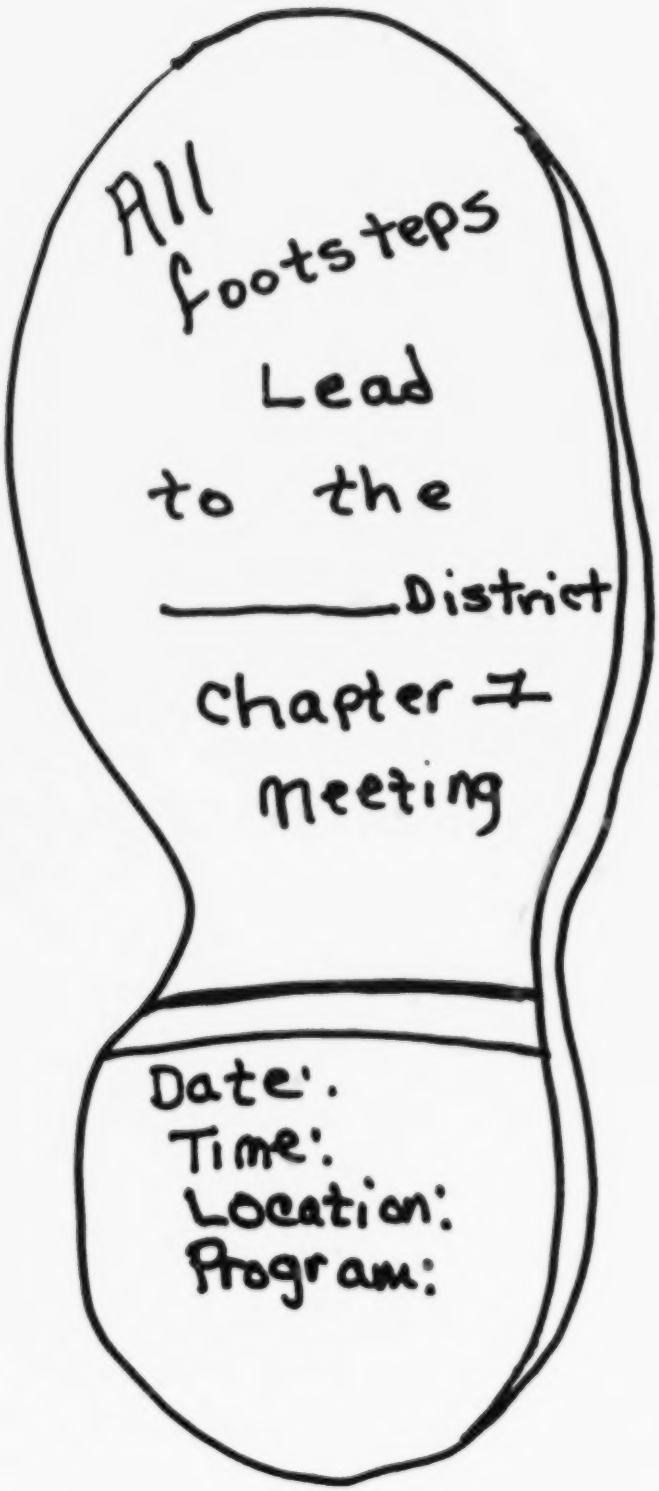
We need your help. Please come.

R.S.V.P. _____
Phone

by April _____, _____

APPENDIX G

SAMPLE ANNOUNCEMENT



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Missouri Department of Elementary & Secondary Education
P.O. Box 480, Jefferson City, Missouri 65102